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GENERAL INFORMATION

The School of Public Administration has been established with three major objectives in view. One is to take its place alongside other efforts of the University of North Carolina to make higher education effective and dynamic in coming to grips with modern realities and with growing complex economic and social situations with which the citizen and educator are faced. The second purpose is to offer professional training to men and women in the art and science of government and public service, thus assuring the practical applications to problems of government based upon adequate knowledge and sound theory. A third purpose is found in its effort for study and research to the end that it may provide adequate knowledge and facts for the upraising of standards and for those who need them in the performance of their administrative duties. Its curriculum seeks to contribute something to the reorganization and revivifying of higher and professional education in the state and the region at the same time that it affords technical training for specialists preparing for public service and for those officials and workers who are already in the field.

The School of Public Administration is an extension and enlargement of the School of Public Welfare, which was established at the University of North Carolina in 1920, the main objective of which was the training of public welfare officials and social workers. Ten years of work of this School have shown clearly that there is not only a still larger need today for the sort of training which the School of Public Welfare has offered, but an insistent and growing demand for training in the larger fields of government and public administration as these are being called upon for greater service and more technical equipment to cope with modern situations. Consequently, in 1931, President Graham, upon the recommendation of Dr. Howard W. Odum, Director of the School of Public Welfare, urged the establishment of a new School of Public Administration in which the work in Public Welfare and Social Work would be continued with still higher standards as an important division. Such a school received the hearty support of the Governor of the State who was successful in securing a beginning appropriation in line with his other efforts towards reorganization and strengthening of government in North Carolina. Subsequently, a small coöperative grant for three years was received from the Rockefeller Foundation for coördinating the research needs of the School of Public Administration with the research program of the Institute for Research in Social Science. The new School was, therefore, authorized by the Board of Trustees at their meeting in June, 1932.

THE PROGRAM OF STUDY

The work in the School falls into four divisions, as follows:

I. Citizenship.
II. Public Service.
III. Public Welfare and Social Work.
IV. Research and Surveys.

I. CITIZENSHIP

The plan of instruction in this division will provide for an undergraduate course leading to a Bachelor's degree, in which the freshman and sophomore years will be the same as in the regular Liberal Arts course. In the junior and senior years a major in Government, or Economics or Sociology, with a minor in History or other Social Science, will be required. Students planning to register for this degree should confer with the Dean of the School of Public Administration, and follow the regular procedure in registration in conference with the head of the department of his major.

II. PUBLIC SERVICE

There are three purposes in offering the work in this field:

1. To give a general view of the field of governmental administration to those who may or may not wish to become public administrators, but who, if they do not become administrators themselves, will be able as citizens in any capacity to help raise the level of governmental efficiency.
2. To give special technical training to those who will enter the public service.
3. To give additional training to those already in the public service.

Students will therefore fall into three groups, the first of which will take a general course in Public Administration leading to the degree of Master of Public Administration. Students in the second group will take the courses leading directly to training for particular positions or professions, such as city and county managers, city and county attorneys, Public Health and Public Welfare officials, etc., etc. These courses also lead to the degree of Master of Public Administration. Persons in the third group, that is, those who are in the public service, will take courses carried on in Institutes and Extension classes. These courses will lead to a Certificate of Public Administration.

Group I. Non-Technical. A general course covering the field of governmental administration. This course may or may not include technical subjects and field work, according to the wishes of the student and approval of the Dean. All of the courses listed in this announcement under *Courses of Instruction* are open to students in this group, but the selection of courses must be made in conference with and on approval of the Dean.

Group II. Technical Training. Students in this group will take courses leading directly to training in specific and technical positions such as city managers, county managers, city and county attorneys, juvenile court judges, public health and public welfare superintendents, departmental heads or technicians in state, city and county offices or commissions, educational administration, etc. The work will be sub-divided as follows:

a. State Administration.
b. Municipal Administration.
c. County Administration.

a. State Administration

Students interested in this field will select their courses from the following:

Public Administration. Public Finance. Advanced Economic Statistics. Introduction to the Labor Problem. Government and Business. Human Relations in Industry. Salesmanship and Purchasing. Accounting: Principles. Personnel Management. Governmental Accounting. State School Organization. Social and Educational History of the United States. History of Education in North Carolina. Problems in Educational Administration. American State Government. Psychology of Personality. North Carolina: Economic and Social. Rural Social Problems. Southern Regional Social Problems. Social Demography. Public Welfare. City Planning, Highway and Railway Engineering. Highway Engineering, Research and Design. Public Health and Hygiene. Criminal Law Administration. Administrative Law. Public Utilities.

b. Municipal Administration

Students interested in this field will select their courses from the following:

Public Administration. Public Finance. Advanced Economic Statistics. Introduction to the Labor Problem. Government and Business. Human Relations in Industry. Salesmanship and Purchasing. Accounting: Principles. Personnel Management. Governmental Accounting. Problems in Educational Administration. American Municipal Government. Psychology of Personality. The Community. Play and Recreation. Social Demography. Public Welfare. City Planning, Highway and Railway Engineering. Hydraulic and Sanitary Engineering. Regional and City Planning. Advanced Sanitary Engineering. Public Health and Hygiene. Criminal Law Administration. Municipal Corporations. Administrative Law. Public Utilities.

c. County Administration

Students interested in this field will select their courses from the following:

Public Administration. Public Finance. Advanced Economic Statistics. Government and Business. Salesmanship and Purchasing. Accounting Principles. Personnel Management. Governmental Accounting. Rural Education. Problems in Educational Administration. County Government and Administration. State and Local Government. Psychology of Personality. The Rural County and Its Institutions. Play and Recreation. Rural Social Problems. County Administration. The Community. Social Demography. Public Welfare. Public Health and Hygiene. Criminal Law Administration. Domestic Relations. Administrative Law.

Field Work. All courses should be selected in conference with and on approval of the Dean. The courses in *Group I* and *Group II* lead to the degree of Master of Public Administration. In addition to the completion of the requisite number of academic courses and hours, each student will be required to do approximately three months of actual work in an office or department of the work in which he is specializing. Arrangements will be made with state, municipal, and county authorities whereby such work will be provided.

Group III. Field and Extension Service. It is proposed that this group be composed of people in the public service.

As early as 1921 the first regional conference of town and county administration was held at Chapel Hill under the general auspices of the School of Public Welfare. Other special institutes and conferences have been held for superintendents of public welfare, for police officials, and special surveys have been made of the North Carolina prison system and of a number of county and city situations. However, the need at the present time is for a more extended service. The present plan provides for these new types of coöperation, instruction, and work:

a. Through extension classes and group instruction in various parts of the state.

b. Through special institutes and conferences held in various communities.

c. Through special institutes held at Chapel Hill, with the assistance of experts from the State in different fields of administration.

Illustrative of services needed are the conferences which have been held over a period of recent years by Professor Albert Coates looking towards an Institute of Government. The first state-wide meeting was held in May 1932 and the second one, September 8-11, 1932. The relation of the School of Public Administration to this Institute, the Institute for Research in Social Science, the proposed Department of Public Health, the Extension Division and other Divisions of the University have not yet been definitely worked out for statement in this preliminary announcement.

III. PUBLIC WELFARE AND SOCIAL WORK

In this division the School of Public Administration offers training for both public welfare administration and social work. Special attention is given to training for work in rural and small town communities.

The school offers training and services fitted to the needs of several groups.

(1) To graduate students it offers courses leading to the master's and the doctor's degrees. Courses will be arranged as far as practicable to fit the needs of the individual student.

(2) To graduate students who do not care to work for an advanced degree and to a limited number of other mature students whose educational background is approved by the dean of the school, it offers a short course leading to a certificate in social work. The following courses must be completed for the certificate: Introduction to Social Work, Family Case Work, Advanced Family Case Work, Public Welfare Administration, The Family, and four elective courses. In addition the student must have had one quarter of field work either under the direct supervision of the school or in an agency approved by the school.

(3) For county superintendents of public welfare, juvenile court judges, probation officers, parole officers, workers in correctional institutions and in child-caring institutions, and other social workers desiring to do special work or research for a short time, special courses of study of one, two, or more quarters are arranged. Students not eligible for admission to other courses on account of lack of educational qualifications may on the approval of the dean be admitted to these special courses as *special students.*

(4) Social workers desiring additional training for their work, and teachers and others wishing to gain some knowledge of certain phases of social work training, may find the courses offered in connection with the Summer School suited to their purposes. The work of the summer quarter may also be counted toward a certificate or a degree.

(5) Summer institutes for special groups.

a. In coöperation with the State Board of Charities and Public Welfare of North Carolina institutes of one or two weeks' duration are held each summer for county superintendents of public welfare, juvenile court judges, probation officers, institutional workers, other social workers, and persons interested in social work. These institutes serve a two-fold purpose: first, they offer some additional training to the inadequately trained worker already holding a position; second, they furnish an opportunity for "stock-taking" and conferences to the social workers of the state.

b. In coöperation with the University Extension Division and the State Congress of Parents and Teachers an annual Parent Teacher Institute is held during the summer session. This is a leadership training institute. The time duration is generally a week or ten days. National and state certificates are granted to those successfully completing the work. The method of conducting these institutes includes classroom work, lectures, reading, and entertainment.

c. The Boy Scouts of America requires of its executives professional advancement work. The Boy Scout executives of North Carolina come to the University twice each scholastic year for seminar study. Fifty hours of work are completed. The classroom and lecture work is done by members of the University faculty in coöperation with the Boy Scouts of America and under the leadership of the Bureau of Recreation. The University also sponsors frequent Boy Scout gatherings.

(6) Bureau of Recreation. Information and advisory service regarding play, recreation, leisure time problems, and physical education are offered through the Bureau of Recreation of the University Extension Division in coöperation with the Department of Sociology. Play institutes are conducted to demonstrate the value of organized recreation in school and community. Physical ability tests for school children are available. The Bureau is officially represented on a number of National and State Boards. Lectures to civic and club groups are offered.

Field Work. It is the purpose of the school to give emphasis to training for social work in rural and small town communities—that is, for the typical social work situation as it exists in North Carolina and the South.

Field work is under the direction of a trained social worker of successful practical experience. The supervisor of Field Work is also the officially designated superintendent of Public Welfare for Orange County, in which the University is located. In addition he has charge of the work of executive secretary for the local Red Cross Chapter and is designated service officer for the local post of the American Legion. This concentration of local social work under one head gives the school a variety of cases and enables it to give field work to its limited number of case work students under the immediate direction of a member of its own staff.

In addition the school has had from its organization cordial relationships with the State Board of Charities and Public Welfare and the coöperation of that board in arranging field work for its students.

The field work is closely correlated with class instruction in case work methods. The class in advanced case work meets twice a week for a two hour period. One of the periods is devoted to the discussion of theoretical case work technique under the direction of the instructor in case work. The other period is devoted to the discussion of cases with which the students are actually dealing in their field work. At this meeting both the instructor and the supervisor of field work are present. In cases involving mental problems they are joined by the instructor in abnormal psychology, who is also head of the Division of Mental Health and Hygiene of the State Board of Charities and Public Welfare. In short the group becomes a case committee under the direction of the instructor and the active leadership of the supervisor of case work.

The opportunities for training offered should appeal especially to county public welfare and child welfare officers, to family case workers, Red Cross secretaries, and other social workers in rural areas and small cities, and to those preparing for such positions.

Students interested in play and recreation may supplement the courses offered in the school by courses in drama in the department of English in connection with *The Carolina Playmakers* who have received both local and national recognition for the work which they have done in the writing and presentation of original folk-plays based upon the life of native folk. They may also be interested in certain courses offered in the department of Music.

Students in rural social problems will find a wealth of material in the laboratories and library of the department of Rural Social Economics. Under Dr. E. C. Branson and his staff this department has gathered together a vast amount of invaluable material and has established a comprehensive program in which Dr. Branson and assistants offer the fullest service in the library, seminar room and instruction departments. This service includes not only a comprehensive ready reference library in the economic, social and civic problems of the state, and related fields, but it is easily accessible for practical use. A full time librarian, an assistant director, and stenographic service complete the organization. These facilities are being augmented still more, and will offer unsurpassed facilities for study and research, as well as for training in practical rural community work.

IV. RESEARCH AND SURVEYS

One of the greatest needs of the state in order to carry on the functions of government with a greater economy, greater effectiveness, and greater social justice is knowledge about conditions and information about all of its problems. If the state, working through its regular officials and its special committees, commis-

sions, and citizens' groups, is to make satisfactory progress, there is need for coöperative research and a continuous search for the rapidly changing facts. The School of Public Administration, therefore, in coöperation with the Institute for Research in Social Science and with other Schools will seek to offer its services in study and research in various fields of state, county, and municipal government, in special inquiries into cost of government, taxation, resources, personnel, and many other emerging problems.

ADMISSIONS

From the preceding discussions, it is apparent that students in order to be eligible for admission to the School of Public Administration must possess both high intellectual ability and strong personality and must be willing to do hard work. On the other hand, recent developments in the field of public administration and the training for all public service are such as to make the opportunity and outlook a most attractive one, and one likely to offer ample reward for the price paid in work and devotion to the subject. Perhaps there is no more challenging field in America, and particularly in North Carolina and the South, than the opportunity during the next ten years of social and economic reconstruction to contribute technically and in common-sense ways to the building of a better democratic civilization. The invitation of the School of Public Administration is, therefore, extended to those who have not only the regular academic preparation and training, but who are also peculiarly qualified for leadership in the coming period.

DEGREES

The plan of the School of Public Administration provides for three degrees: the bachelor's degree; the degree of master of public administration; in special cases the degree of doctor of public administration may be offered to those candidates who have proved themselves peculiarly available.

For details the later complete bulletin of the School of Public Administration may be examined, or inquiries may be addressed to the Dean of the School.

EXPENSES

The University reserves the right to make, with the approval of the proper authorities, changes in any fees at any time.

TUITION AND OTHER FEES FOR EACH QUARTER

	Residents of North Carolina	Non-Residents of North Carolina
Tuition	$25.00	$58.33
Matriculation	14.50	14.50
Student Publications	2.00	2.00
Laundry Deposit	8.50	8.50
Total for each quarter	$50.00	$74.66

In addition students doing field work may be required to pay their own transportation expenses.

Diploma. The fee for a diploma is $5.00 payable one week before the award of diplomas at commencement or at the end of the Summer School.

BOARD

Board is furnished for men at Swain Hall for $20.00 a month; at Spencer Hall, for women, at $24.00. Board may be obtained in town from about $25.00 a month up. Rooms in dormitories cost from $5.00 to $12.00 a month for each person, with two occupants in the room. Reservations must be made in advance. Rooms in town may be rented at from $15.00 up for single and $20.00 up for double rooms.

COURSES OF INSTRUCTION

PUBLIC ADMINISTRATION. Credit: 1 course. *Five hours a week, winter quarter.* Professor Jackson.

ECONOMIC STATISTICS. Credit: 1 course. *Three lecture and four laboratory hours a week, every quarter.* Professor Ferger.

PUBLIC FINANCE. Prerequisite, Economics 31-32. Credit: 1 course. *Five hours a week, fall quarter.* Professor Heer.

PROBLEMS IN PUBLIC FINANCE. Prerequisite, Economics 141. Credit: 1 course. *Five hours a week, winter quarter.* Professor Heer.

ADVANCED ECONOMIC STATISTICS. Prerequisite, Economics 71 or its equivalent. Credit: 1 course. *Three lecture and four laboratory hours a week, spring quarter.* Professor Ferger.

AN INTRODUCTION TO THE LABOR PROBLEM. Prerequisite, Economics 31-32. Credit: 1 course. *Five hours a week, fall or winter quarter.* Professor Wolf.

GOVERNMENT AND BUSINESS. Prerequisite, Economics 31-32. Credit: 1 course. *Five hours a week, spring quarter.* Professor Hobbs.

ECONOMIC STATISTICS. Introductory Course for Graduate Students. Prerequisite, the completion of an economics major, or the equivalent of our S.B. in Commerce. Credit: 1 course. *Three lecture and four laboratory hours a week, every quarter. Laboratory fee, $2.00.* Professor Ferger.

RESEARCH COURSE IN PUBLIC FINANCE. Credit: 1 course or more depending on work done. *Fall, winter, and spring quarters.* Professor Heer.

HUMAN RELATIONS IN INDUSTRY. Credit: 1 course or more depending on work done. *Fall, winter, or spring quarter, hours arranged.* Professor Wolf.

SALESMANSHIP AND PURCHASING. Prerequisite or corequisite, Economics 31-32. Credit: 1 course. *Five hours a week, winter quarter. Laboratory fee, $1.00.* Professor Taylor.

ACCOUNTING: PRINCIPLES. Prerequisite or corequisite, Economics 31-32, Commerce 51. Credit: 1 course. *Four lecture and four laboratory hours a week, every quarter. Laboratory fee, $3.00.* Professors Peacock, Sherrill.

ACCOUNTING PRINCIPLES. Prerequisite, Commerce 71. Credit: 1 course. *Four lecture and four laboratory hours a week, every quarter. Laboratory fee, $3.00.* Professors Peacock, Sherrill.

BUSINESS LAW. Prerequisite, Economics 31-32. Credit: 2 courses. *Five hours a week, fall and winter quarters.* Professor Hobbs.

PRINCIPLES OF INDUSTRIAL MANAGEMENT. Prerequisite, Economics 31-32, Commerce 51. Credit: 1 course. *Five hours a week, winter quarter.* Professor Schwenning.

INDUSTRIAL MANAGEMENT: THEORIES AND PRACTICES. Prerequisite, Economics 31-32, Commerce 51. Open only to selected seniors and graduate students. Credit: ½ course. *Three hours a week, winter quarter.* Professor Schwenning.

PERSONNEL MANAGEMENT. Prerequisite, Economics 31-32, Commerce 51. Credit: 1 course. *Five hours a week, spring quarter.* Professor Schwenning.

ADVANCED ACCOUNTING. Prerequisite, Commerce 71-72. Credit: 1 course. *Five hours a week, spring quarter. Laboratory fee, $3.00.* Professor Peacock.

ACCOUNTING PRACTICE. Prerequisite, Commerce 71 and prerequisite or corequisite, Commerce 72. Credit: 1 course. *Six hours a week, spring quarter. Laboratory fee, $3.00.* Professor Peacock.

AUDITING. Prerequisite, Commerce 71-72. Credit: 1 course. *Five hours a week, winter quarter. Laboratory fee, $3.00.* Professor Peacock.

GOVERNMENTAL ACCOUNTING. Prerequisite, Commerce 71-72. Credit: 1 course. *Five hours a week, spring quarter. Laboratory fee, $2.50.* Professor Sherrill.

INTRODUCTORY COURSE IN SCHOOL ADMINISTRATION. Credit: 1 course. *Five hours a week, spring quarter.* Professor Howard.

STATE SCHOOL ORGANIZATION. Credit: 1 course.

SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. (History 168.) Credit: 1 course. *Five hours a week, fall or spring quarter.* Professor Knight.

RURAL EDUCATION. Credit: 1 course. *Five hours a week, winter quarter.* Professor Knight.

HISTORY OF EDUCATION IN NORTH CAROLINA. Credit: 1 course. *Five hours a week, fall or spring quarter.* Professor Noble.

PROBLEMS IN EDUCATIONAL ADMINISTRATION. Prerequisite, Education 101, or its equivalent, and one other course in educational administration. Credit: 1½ courses. *Three hours a week, fall, winter and spring quarters.* Professor ————.

ECONOMIC HISTORY OF THE UNITED STATES. Credit: 1 course. *Five hours a week, spring quarter.* Professor Crittenden.

AMERICAN STATE GOVERNMENT. Credit: 1 course. *Five hours a week, winter or spring quarter.* Professor Jenkins.

AMERICAN MUNICIPAL GOVERNMENT. Credit: 1 course. *Five hours a week, fall quarter.* Professor Woodhouse.

AMERICAN MUNICIPAL ADMINISTRATION. Credit: 1 course. *Five hours a week, fall quarter.* Professor Woodhouse.

THE ELEMENTS OF POLITICAL SCIENCE. Credit: 1 course. *Five hours a week, fall quarter.* Professor Pierson.

AMERICAN POLITICAL THEORY. Credit: 2 courses. *Two hours a week, fall, winter, and spring quarters.* Professor Pierson.

STATE AND LOCAL GOVERNMENT. Credit, 1½ courses. *Two hours a week, fall, winter, and spring quarters.* Professor Woodhouse.

CHILD PSYCHOLOGY. Credit: 1 course. *Five hours a week, spring quarter. Laboratory fee, $1.50.* Professor Bagby.

ECONOMIC PSYCHOLOGY: INDUSTRIAL AND VOCATIONAL. Credit: 1 course. *Four lecture and two laboratory hours a week, spring quarter. Laboratory fee, $2.00.* Professor Bagby; Mr. Treverton.

PSYCHOLOGY OF PERSONALITY. Credit: 1 course. *Five hours a week, fall quarter.* Professor Bagby.

ABNORMAL PSYCHOLOGY: FEEBLE-MINDEDNESS. Credit: 1 course. *Five hours a week, winter quarter.* Professor Crane.

ABNORMAL PSYCHOLOGY: PSYCHONEUROSES AND PSYCHOSES. Credit: 1 course. *Five hours a week, spring quarter.* Professor Crane.

ABNORMAL PSYCHOLOGY: METHODS OF MENTAL EXAMINATION. Credit: 1 course. *Four lecture and two laboratory hours a week, fall quarter.* Professor Crane; Mr. DeWick.

PHYSIOLOGICAL PSYCHOLOGY. Credit: 1 course. *Six hours a week, winter quarter.* Professor Crane.

SOCIAL PSYCHOLOGY. Credit: 1 course. *Five hours a week, winter quarter.* Professor Bagby.

THE RURAL COUNTY AND ITS INSTITUIONS. Credit: 1 course. *Five hours a week, spring quarter.* Professor Wager.

NORTH CAROLINA: ECONOMIC AND SOCIAL. Credit: 1 course. *Five hours a week, fall or spring quarter.* Professor Hobbs.

RURAL SOCIAL PROBLEMS. Credit: 3 courses. *Five hours a week, fall, winter, and spring quarters.* Professor Branson.

RURAL ECONOMICS. Credit: 3 courses. *Five hours a week, fall, winter, and spring quarters.* Professors Branson, Hobbs, Wager.

COUNTY ADMINISTRATION. Credit: 3 courses. *Five hours a week, fall, winter, and spring quarters.* Professor Wager.

RURAL SOCIAL PROBLEMS. Credit: 3 courses. *Five hours a week, fall, winter, and spring quarters.* Professors Branson, Hobbs, Wager.

SOCIAL STATISTICS. Credit: 1 course. *Five hours a week, winter quarter.* Professor Woofter.

SOCIAL ANTHROPOLOGY. Credit: 1 course. *Five hours a week, spring quarter.* Professor Johnson.

SOCIAL THEORY. Credit: 1 course. *Five hours a week, every quarter.* Professor Vance.

INTRODUCTION TO SOCIAL WORK. Credit: 1 course. *Five hours a week, fall quarter.* Professor Sanders, Miss Jocher.

THE FAMILY. Credit: 1 course. *Five hours a week, winter quarter.* Professor Groves.

FAMILY CASE WORK. Credit: 1 course. *Five hours a week, winter quarter.* Professor Sanders, Mr. Lawrence.

ADVANCED FAMILY CASE WORK. Credit: 1 course. *Five hours a week, spring quarter.* Professor Sanders, Mr. Lawrence.

THE COMMUNITY. Credit: 1 course. *Five hours a week, winter quarter.* Professor Brooks.

PLAY AND RECREATION. Credit: 1 course. *Five hours a week, winter quarter.* Professor Meyer.

EXTRA-CURRICULAR ACTIVITIES. Credit: ½ course. *Three hours a week, spring quarter.* Professor Meyer.

THE NEGRO. Credit: 1 course. *Five hours a week, fall quarter.* Professor Johnson.

POPULATION. Credit: 1 course. *Five hours a week, spring quarter.* Professor Woofter.

CRIME. Credit: 1 course. *Five hours a week, winter quarter.* Professor Brown.

SOCIAL PATHOLOGY. Credit: 1 course. *Five hours a week, fall quarter.* Professor Brown.

JUVENILE DELINQUENCY. Credit: 1 course. *Five hours a week, fall quarter.* Professor Sanders.

PUBLIC CARE OF CHILDREN. Credit: 1 course. *Five hours a week, winter quarter.* Professor Sanders.

METHODS IN SOCIAL RESEARCH. Credit: 1 course. *Five hours a week, fall quarter.* Professor Odum and Miss Jocher.

SOUTHERN REGIONAL SOCIAL PROBLEMS. Credit: 1 course. *Five hours a week, winter quarter.* Professor Odum.

SOCIAL DEMOGRAHPY. Credit: 1 course. *Five hours a week, spring quarter.* Professor Vance.

PUBLIC WELFARE. Credit: 1 course. *Five hours a week, spring quarter.* Professor Brown.

SOCIAL LAWS. Credit: 1 course. *Five hours a week, spring quarter.* Professor Brown.

CITY PLANNING, HIGHWAY AND RAILWAY ENGINEERING. Prerequisite, Civil Engineering 60a, or equivalent experience. Value, 13½ quarter-hours. *Three lecture and three laboratory hours a week, fall, winter and spring quarters. Laboratory fee, $4.00 a quarter.* Professor Trimble.

HYDRAULIC AND SANITARY ENGINEERING. Prerequisite, Civil Engineering 65a. Value, 13½ quarter-hours. *Three lecture and three laboratory hours a week, fall, winter, and spring quarters. Laboratory fee, $4.00 a quarter.* Professors Saville, Baity; Mr. Hollett.

REGIONAL AND CITY PLANNING. Prerequisite, Civil Engineering 160abc, 165abc, or equivalent. Value, 3 quarter-hours a quarter. *Three hours a week, winter and spring quarters.* Professors Saville, Trimble, and other members of the graduate faculty.

ADVANCED SANITARY ENGINEERING. Prerequisite, Civil Engineering 65a, Civil Engineering 165abc, or their equivalent. Value, 9 quarter-hours. *Three hours a week, fall, winter, and spring quarters.* Professors Saville, Baity.

SANITARY CHEMISTRY AND BIOLOGY FOR ENGINEERING STUDENTS. Prerequisite, Chemistry 1-2, Civil Engineering 65abc, or equivalent. Value, 6 to 18 quarter-hours. *Four to twelve laboratory hours a week, fall, winter, and spring quarters.* Professor Baity.

HIGHWAY ENGINEERING RESEARCH AND DESIGN. Prerequisite, Civil Engineering 160abc, or equivalent. Value, 6 quarter-hours a quarter. *Three lecture and six laboratory hours a week, fall, winter, and spring quarters.* Professor Trimble.

CRIMINAL LAW ADMINISTRATION. *Four hours, second semester.* Professor Coates.

PUBLIC UTILITIES. *Three hours, first semester.* Professor Hanft.

PUBLIC HEALTH AND HYGIENE. Prerequisite, Bacteriology 2. Elective. *Three hours a week, winter quarter.* Professor MacPherson.

CONSTITUTIONAL LAW. *Four hours, first semester.* Professor Wettach.

LEGISLATION. *Two hours, first semester.* Dean Van Hecke.

LEGAL ETHICS. *One hour, first semester.* Professor Chadbourn.

GRADUATE SEMINARS. In each of the main divisions of instruction, devoted to special topics and research.